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is indelible, wrought into the very fibre and texture and life of man's being ; — as long as man remains capable of soberly appreciating the force and value of evidence ; and as long as his moral and spiritual wants, his sense of dependence, his consciousness of sin and alienation, his longing for redemption and reconciliation, his aspirations after holiness and immortality, remain ; so long Christianity must remain, — remain to give consolation to affliction, peace to the conscience, a sure anchor to man's highest hopes ; remain to raise the degraded, to purify the corrupt, to encourage the fallen, as well as always to keep a loftier goal before the eyes of the most advanced in moral progress, the foremost in the spiritual race ; remain to reform and regenerate human life and human society by diffusing its pure and gentle spirit of self-denial and benevolence, and adding to the natural and ordinary restraints from wrong and motives to duty, the sanctions of religious truth and future retribution.

ART. II. — *Five Years in an English University.* By CHARLES ASTOR BRISTED, late Foundation Scholar of Trinity College, Cambridge. New York : G. P. Putnam. 1852. 2 vols. 12mo.

MR. BRISTED'S book contains an intolerable amount of flippancy, slang, and self-conceit. But it also affords much information upon a very interesting topic, — information which would be sought in vain elsewhere. It gives a full and clear account of the practical operation of the English University system, bringing out into strongest relief those points in which it differs most from the plan of education adopted in our American Colleges, and thereby enabling the reader to judge of the merits and deficiencies of both. No one ever enjoyed more favorable opportunities for making comparisons between the two schemes of University education. Of English descent by his father's side, though an American by birth, enjoying a competency or even a superfluity of wealth, half a dandy and half a

scholar by natural inclination, equally proud of his knowledge of Greek and his skill in mixing "sherry cobbles," a liberal in English politics and a stout conservative in New York, — his prejudices may be supposed to have neutralized each other, and to have left his mind open and without bias to the reception of the truth. Soon after graduating at an early age, and with some distinction, at Yale College, he went to England and entered at Trinity College, Cambridge, where he remained five years, winning high honors, though not the highest, as a classical scholar, and by his companionable qualities acquiring a large circle of friends. He gives a very lively, and, we have every reason to believe, a very truthful, sketch of life in an English University, — of the facilities and the incitements for study which it affords, and of the characters and pursuits of the multitude who there receive their chief intellectual culture. The inordinate vanity of the writer, in one respect, has been of service to the work; it has led him to chronicle with singular frankness scenes and incidents which other persons would have either suppressed altogether, or kept in the background. Mr. Bristed tells the whole story, even when his better feelings and principles whisper that the disclosure is a perilous or shameful one. That a young man should be elated by a little distinction gained at College into an undue estimate of his own powers and acquirements, is so common an occurrence, that we are not at all disposed to judge it harshly. But when this feeling leads him to be pert and supercilious in his judgment of others, to speak sneeringly of those institutions of education in his mother country of which he knows nothing except from hearsay, and contemptuously of the scholastic acquirements of men who have grown gray in those studies into which he has only made a dashing inroad, his presumption appears more serious, and merits a harsher name than juvenile indiscretion. However mature in years he may be, the open manifestation of such feelings is essentially boyish; it certainly proves that his education is incomplete in one respect, as it has not yet taught him the measure of his own ignorance.

When Mr. Bristed forgets himself, and pursues his proper theme, the explanation of the English theory of a liberal education, and the mode in which it is reduced to

practice at the University of Cambridge, comparing both its merits and defects with the plan of collegiate education which is generally adopted in this country, his remarks are sensible and instructive. We think he overestimates the advantages of the English system, and generalizes too rapidly when he takes it for granted, that a few peculiarities of Yale, of which institution alone he has any personal knowledge, are necessary features of all American Colleges. It is only as a student, or an undergraduate, moreover, that he has become familiar with the operations of the two systems. If his stay, either at New Haven or Cambridge, had been so far prolonged as to obtain experience in giving as well as receiving instruction, some of his opinions might have been materially modified. As the general subject of University education is now attracting much attention in this country, where many experiments relating to it are going on, we propose to glean from these volumes all the information which they afford respecting it, and then to consider what features we may profitably borrow from the English plan. The first object, therefore, will be to gain a clear notion of what is actually done at the two great English Universities. The difference between them is not great; and, from other sources of information respecting Oxford, we have obtained some knowledge of the details of instruction there, which may be compared with Mr. Bristed's account of the sister University.

In both cases, the University is a confederation of Colleges, the latter being distinct corporations, that need only the power of granting degrees in order to correspond very perfectly with institutions of the same name in America. The Colleges are independent, and, to a certain extent, are rivals of each other. Trinity College, which is the largest at Cambridge, has about the same number of students who have not yet taken their first degree, as Yale; St. John's, which is next in size, has not so many undergraduates as there are at Harvard. These two contain about half the population of the University. There are fifteen other Colleges, most of which are very small; they do not average over fifty undergraduates each. The theory is, that the Colleges give the instruction, and the University confers the degrees, holding two public examin-

ations for that purpose, to one of which the student is subjected about the middle, and to the other at the end, of his undergraduate course. Each College, also, subjects all its students to annual examinations of its own, and offers Scholarships and other prizes, to be contended for at special examinations of those only who choose to become competitors for them. These examinations, and the honors and emoluments which are obtained by those who excel in them, are the peculiar features of the English University system. No instruction whatever, upon which attendance is compulsory, is offered by the University at large; and very little such instruction is afforded by the Colleges. There are about twenty professors, who give lectures on various subjects to all who choose to attend; but the number of auditors is usually very small. Out of the fifteen hundred undergraduates in the University, not more than fifty attended Dr. Whewell's course on Moral Philosophy, while Professor Sedgwick lectured on Geology to thirty. Mr. Bristed tells us he was one of three who listened to Professor Cumming's course on Chemistry, in 1841. Several of the Professors do not lecture at all, probably because they cannot obtain any hearers.* But in 1848, "by way of giving the Professors something more to do," it was provided that all candidates for an ordinary degree should attend, for at least one term, the lectures of one of the Professors, taking his choice among thirteen of them. With this exception, all the instruction which the student is required to receive is that given by the College Tutors, whose exercises are informal or catechetical lectures, which, in the earlier part of the course, are not unlike the "recitations" at Yale or Harvard, but in the second and third years, gradually become "lectures" properly so called, at which the students have nothing to do but to listen and take notes. At Trinity College, the Freshmen are required to attend daily two such lectures, one classical and the other mathematical, each occupying one hour. In the second and third years, the student has his choice of one lecture out of three or four. But the plan of studying with a private tutor being almost universal, Mr. Bristed tells us "the public lectures are, with

* Out of twenty-eight Professors at Oxford, only thirteen now give lectures.

some happy exceptions, rather in the way of, than any help to the best men." Without the aid afforded by the private tutors, he further says, "I should have gained but very moderate benefit from the public instruction of the College; and I believe every man, except those from the public schools, would say the same thing."

"With regard to the College lectures delivered to the Junior and Senior Sophs, there is frequently, it must be owned, a very moderate attendance. Sometimes this is owing to the limited nature of the subject. For instance, one of the best Mathematical Fellows at Trinity or John's is lecturing on some high branch of Mathematics — something of which the Differential Calculus is merely the alphabet; none but high men can take interest in, or derive profit from such lectures. Now as there are only, on an average, twelve Wranglers from John's, and nine from Trinity every year, the class is of necessity limited to a dozen, and the lecture takes very much the form of an examination. In Classics, it depends chiefly on the lecturer whether he has a good class or not. The lectures, though mainly for the benefit of a particular Year, which is to be examined at the May in the subject lectured upon, are open without extra fee to all the College; and a lecturer who has made one author his *spécialité*, and can translate and explain him in an interesting manner, will be sure to have a large attendance. Our Plato lecturer at Trinity furnished a striking example of this. His room was always crowded; his audience comprised not only the Junior Sophs for whom the lecture was specially intended, but Senior Sophs, Bachelors, and even Fellows. Nay, some men of other Colleges applied to be admitted; but this, if I remember rightly, was contrary to the College rules and usages." Vol. i. pp. 178, 179.

A College is a corporate society for the encouragement of learning, endowed with property for the maintenance of its Head,* of a certain number of Fellows, who are usually graduates, or have taken at least their first degree, and of a certain number of Scholars,† who are usually undergraduates. All these persons receive certain emoluments or

* The Head of a College may be called, according to its Statutes, either President, Rector, Warden, Dean, Principal, Master, or Provost.

† The Scholars of Magdalen College, Oxford, are called *Demies*, because entitled by the Statutes to a *demi* ration or allowance; those of Queen's College, Oxford, are called *Taberdars*, because they formerly wore the peculiar gown called a *Tabard*. The *Students* of Christ Church correspond at first to the Scholars, and afterwards to the Fellows, of other Colleges; that is, both graduate and undergraduate members are designated by this name.

allowances, and are said to be "on the foundation;" and with them the organization of the College is properly complete. The original intention of the Founders was, that all the members of the institution, whether they were instructors or pupils, should receive salaries, or have at least the larger portion of their expenses paid. But there is also another class of undergraduates, who are not entitled to share the bounty of the Founders and benefactors, and though they are often the most numerous body, are simply an accident in the University, and form no part of its essential organization. These are the Commoners, Fellow or Gentleman Commoners, Pensioners, Sizars, &c., whose generic appellation is "members not on the foundation." A College may open its doors, if it sees fit, to members of this class, and afford them, on terms by no means disadvantageous to itself, the same facilities for study and obtaining a degree as are enjoyed by its Scholars. But this is purely voluntary; and some Colleges, therefore, both at Cambridge and Oxford, restrict themselves to the members on the foundation.

The academical year at Cambridge consists of three terms, — Michaelmas, Lent, and Easter, — which really comprise only twenty-two weeks, thus leaving thirty weeks for vacation. What is called "the Long" vacation extends from the end of May to the 20th of October. We are further told, that each of the terms is divided into two parts; "and after 'division' in the Michaelmas and Lent terms, a student, who can assign a good plea for absence to the *College* authorities, may go down and take holiday for the rest of the term, having already kept enough of the term to answer the *University* requisition." All the lectures are concluded at the "division" of the Easter term, when most of the students leave Cambridge, — or "go down," to adopt the *University* slang, — and the Commencement practically takes place in the "Long" vacation.

It is obvious that the venerable *University* does not impose any severe labor upon the candidates for a bachelor's degree. As public instruction is given, on an average, only for about one hour a day during twenty-two weeks of the year, and as the undergraduate course occupies only three years and a third, the requisitions at the public examinations must be very moderate, or the

University would furnish no means for complying with its own demands. We find, accordingly, that the requisitions for admission, for the intermediate examination, or "the Little Go," and for the final examination, preparatory to receiving a bachelor's degree, *are* moderate. Of course, we are now speaking only of what is essential, or what must be performed, before graduating. Still, the greater number of the students do not profess to do any thing more than they are obliged to do; low as the standard is, they do not aspire to rise above it. We shall speak afterwards of the candidates for University honors, and of those who, if they do not enter into the competition for the great prizes of academic life, are still desirous of something more than graduating among the ignoble crowd. Out of about 350 students who receive their first degree at Cambridge every year, over 200 content themselves with "going out in Poll," as it is termed, or doing just enough to escape being "plucked." Mr. Bristed says that this is "equivalent to doing nothing for half the course;" to which we should add, 'and doing very little for the other half.' But our readers shall judge.

"Before you are fairly in your college you must pass an examination. At many of the colleges this is little more than nominal, any Master of Arts being qualified to admit a candidate; but at Trinity there is a regular test, though it must be owned the standard is not very high. The candidates for admission are examined in the First Book of the Iliad, the First Book of the Æneid, some easy Greek and Latin Prose, Arithmetic, the elements of Algebra, two Books of Euclid, and Paley's Natural Theology. Any one fitted for the Sophomore Class at Yale could pass here without trouble. The candidates are generally well prepared, and the examiners lenient: out of one hundred and thirty or more who offer themselves there are seldom more than four or five rejected. The principle seems to be, 'Let in every one, and if they can't keep on, that is their look-out.' In this way, various initiation fees are secured which would otherwise be lost. On a rough estimate, out of one hundred and twenty who enter every year at Trinity, more than twenty drop off by the beginning of the second year. This is the only entrance examination, and however much you may know, there is no such thing as entering in advance of the Freshman year, save only for men migrating from Oxford, who are allowed their Oxford terms, and can take second or third year rank

at once. The regular examiners are the Dean and the Head Lecturer. The latter functionary was busy about some other matters when I presented myself, several days after the beginning of the term. Accordingly, I was told that my classical examination would be postponed to some convenient opportunity, and meanwhile the Senior Dean would admit me on passing the mathematical part of the examination privately to him." Vol. i. pp. 15, 16.

It is very easy, then, to enter the University, and we have only to inquire how much must be done after you get there. At the intermediate examination, or "the Little Go," which is held about the middle of the second year, the student is examined by the University authorities in Paley's Evidences of Christianity, and on one Greek subject and one Latin subject. Notice is given a year beforehand which subject will be taken, so that the student has ample time to make preparation for the formidable ordeal. In Greek, one book of Homer or Herodotus, or a Greek Tragedy, or two short Dialogues of Plato are usually selected; in Latin, it is generally one book of Livy or Tacitus.

"It will be seen, from the above statement, that there is nothing in the *Little Go* to occupy a good school-boy of fifteen more than three or four months; and for a Second-year Cantab of good standing, there is really nothing to prepare except the Paley; he might without danger trust to the light of nature for his Classics, or if scrupulous to run no risk, read them up sufficiently for practical purposes in three days, and the same time properly applied would make him master of his Evidences. Nevertheless the Classical men do grumble a little, chiefly I imagine on account of the two or three days consumed in the examination, which some of them can ill spare at that juncture, and because they can gain no credit in a pass examination and may get disgraced by dropping into the second class through some carelessness in Paley. On the Mathematical men it comes rather harder; some of them, especially in the Small Colleges, are much behindhand in their Classics, and require some time to get up their subjects. But I believe no one of any mathematical eminence ever was plucked for the Little Go, though some have been placed in the second class; and it is so obvious that a Second-year collegian ought to know Classics enough to pass such an examination, that no attempt has ever been made to alter it in the way of *diminution*. But within the last three years, as one of a system of changes tending to equalize the requirements from Mathematicians and Classics, two books of Euclid and ordinary Arithmetic were

added ; and about the same time a knowledge of Old Testament History was made a requisite." Vol. i. pp. 126-128.

At the final examination, the candidate for an ordinary degree must be prepared upon the following subjects :— Paley's Moral Philosophy, Ecclesiastical History, three books of Euclid, Arithmetic and elementary Algebra, certain portions of Mechanics and Hydrostatics, and the Acts of the Apostles in the original, together with one Greek and one Latin subject, which are announced two years beforehand, and usually consist of one book of history, or an oration, tragedy, or dialogue. The examination upon the last three subjects involves such questions upon history, geography, and antiquities as are suggested by the text. To prepare the candidate for this portion of the ordeal, his private tutor "crams" him, in the course of a few days, with an amount of information sufficient to answer all questions that are likely to be asked ; Paley and Ecclesiastical History are "got up" in a similar manner by a few days' labor. We do not speak here of the *College* examinations ; for though all the undergraduates are subject to them, they form no part of the *University* preparation for a degree. At "the May" examination in Trinity College, 50 marks or credits, out of the 3,000 which are given for satisfactory answers to *all* the questions, will save one from being "posted," or mentioned separately as "unworthy to be classed ;" and the only penalty for being twice posted, in successive years, is that the wittol is "advised" to remove to one of the smaller Colleges, or to try some other pursuit. He may still save his degree, if he can pass the University ordeal.

At Oxford, the year is divided into four terms, and residence for twelve terms is all that is necessary for a degree, though sixteen are nominally required. The allowance of vacation is even larger than at Cambridge, as the academical year does not necessarily include more than eighteen weeks ; though the proper working period is six weeks longer. A "New Examination Statute" was passed little more than a year ago, the printed explanations of which lie before us, and from them we glean the following particulars. As it is not designed to have a retroactive effect, or to alter the University course for

those who entered before it was enacted, it is not yet in complete operation, and will not be before Easter Term, 1853. Whatever may be thought of the amount of study which it enjoins, it is certainly an improvement upon the system previously in force; the requisitions are increased by it, and the examinations are made to cover more ground. It establishes three University examinations, which virtually correspond to the three years of the undergraduate course; though provision is made for those who fail at the first trial in the earlier ones, by allowing him to repeat the attempt after an interval of six months, or even of a year. If imperfectly prepared, he may even postpone making the trial to the end of the longer period. At the first trial, which is called "the Responsions," the student must be prepared upon a given portion of one Greek and one Latin author, upon two books of Euclid, Algebra to the end of Simple Equations, and Arithmetic as far as the extraction of the square root; he will also be required to translate some passage of English into Latin. For the Greek author, he may offer five books of Homer, or any two plays of the dramatists, or any two consecutive books either of Herodotus or Thucydides, or any four consecutive books of Xenophon's *Anabasis*. In Latin, the list proposed for him to choose from is so long that we shall copy but a portion of it; he may offer any four orations of Cicero, or two books of the *De Officiis*, or any three consecutive books of Livy, or the *Georgics* of Virgil, or five books of the *Æneid*.

The next step is the "First Public Examination," which properly belongs to the close of the second year, when the student must be prepared upon the Four Gospels in Greek, and upon one Greek and one Latin author, of which one must be a poet and the other an orator; the amount in each, or the number of books, is about the same as at the former trial, — say six books of Homer, or as many of Virgil, or the Odes and Epodes of Horace. The only restriction is, that the student cannot offer the same books which he brought up at the Responsions. He is also examined in Aldrich's *Logic*, or three books of Euclid and the first part of Algebra; and he is required to translate into Latin a passage of English prose.

For "The Public Examination" which concludes the

course, and is the immediate preparation for a bachelor's degree, the first requisition now is, that candidates must present "a certificate that they have attended two courses of public lectures." As this refers to the *Professorial* lectures, it is the greatest innovation which has been attempted at Oxford for many years. It is a return to the ancient system, which prevailed before the Colleges had taken the work of tuition out of the hands of the University, and reduced the latter to the shadow of a shade,—a mere instrument for holding the Colleges together and conferring the degrees. Under the new plan, many of the Professorships will cease to be sinecures, and the certainty of having an audience will inspire the incumbents with fresh energy, and render their lectures a capital feature in the general scheme of a University education. They are twenty-eight in number; and the undergraduates having the privilege of selecting any two of them, a spirit of competition must be awakened which will greatly add to their usefulness.

This final examination is to take place in two "Schools," or, as we should say, in two classes of subjects, one of which, that is to be passed first and by all, is called the School of *Literæ Humaniores*; while for the other, the candidate has his choice among the three Schools of Mathematics, Natural Science, and Law and Modern History. The ordeal in the two Schools is not necessarily passed in the same term, but an interval of six months may occur between them. The minimum in the School of *Literæ Humaniores* includes the Four Gospels and the Acts in Greek, Sacred History or the subjects of the books of the Old and New Testaments, the Evidences and the Thirty-Nine Articles, and "one philosopher and one historian, Greek or Latin, but not the same books which were brought up at the Responsions;" those at "the First" examination "being a poet and an orator, cannot of course avail for this examination." In regard to the other School, if the candidate elects that of Mathematics, he is examined in the first six books of Euclid, or the first part of Algebra; if he chooses Natural Science, a knowledge of two out of the three branches of Mechanical Philosophy, Chemistry, and Physiology, always including, however, some one branch of Mechanical Philosophy, is

required; if he takes Law and Modern History, he is examined on the History of England from the Conquest to the accession of Henry VIII., with Blackstone on Real Property; or from the accession of Henry VIII. to that of Queen Anne, with Blackstone on Personal Property and the Rights of Persons. Justinian's Institutes may be offered in lieu of Blackstone. At the close of the paper which gives the list of requisitions for a bachelor's degree under the New Statute, we find the humble remark,—*'It is very desirable that all who enter the University should be well versed in Arithmetic ;'*—a caution which, in this country, would be deemed very proper for the candidates for admission into a High School.

We have only to add, that the terms of admission at Oxford, and the general course of *public* instruction there, are nearly the same as at Cambridge. The requirements for entrance at some of the Colleges and Halls are almost nominal; while at others, which can afford to be select in receiving students, they are about as strict as at Trinity College, Cambridge. Instruction is given by the College Tutors in the same manner, and to about the same extent, as in the sister University; and the College examinations, corresponding to "the Mays" at Cambridge, and here called "Collections," are strictly private. Each student chooses a Greek and a Latin book, and is examined on them by his College Tutor, the result having no effect on his standing in the University, or on his chance of obtaining a degree.

The brief sketch now given shows, not only all that is required at either of the English Universities for obtaining a bachelor's degree, but all that is actually performed by the major part of the students,—Mr. Bristed says, by four sevenths of them. To afford the means of comparison, we subjoin in a note what is required *for admission* to Harvard College here in New England; other American Colleges demand nearly as much.* The result of the

* Candidates for admission to Harvard College are examined in the following books in the Latin department;—the whole of Virgil, the whole of Caesar's Commentaries, ten Orations of Cicero, Latin Grammar, including Prosody and Versification, and writing Latin. In Greek, they are examined in the Grammar, including Prosody and Versification, in writing Greek with the Accents, and in Felton's Greek Reader. This Reader contains twenty-seven Dialogues of Lucian, three books of Xenophon, (taken respectively

comparison is a startling one, and will doubtless take our readers by surprise; but there appears no reason to doubt its correctness. It may be summed up in the statement, that, before the recent changes took place, or till within three years, a student might enter either at Oxford or Cambridge, might pass through the undergraduate course, and finally obtain his first degree, with less labor and study, and less knowledge of Latin and Greek and Mathematics, than are required *for admission* to what is sometimes called "the University at Cambridge" here in America. The recent changes, (which are all incorporated in the account we have here given,) have added so much to the list of requisitions, that we should now fix the point of comparison with Harvard College, not at the period of admission, but at the close of the Freshman year.* It will doubtless be said, that the English examinations, though they nominally cover less ground, are really more searching and complete; and this, in a certain sense, is true. In order that the candidates may be compared with each other in respect to the thoroughness of their acquisitions, and a complete classification of them be made out according to their success in passing the ordeal, the examination is intentionally rendered so comprehensive and severe, that even the "Captain of the Poll," or the most successful candidate, fails to obtain the highest mark in every

from the *Cyropædia*, the *Anabasis*, and the *Hellenica*,) about half a book of Herodotus, a series of extracts from two books of Thucydides, one Oration of Lysias, nearly a whole book of the *Odyssey*, several extracts from two plays of Euripides and one of Aristophanes, and a selection of shorter pieces from Anacreon, Sappho, Simonides, Callistratus, and Moschus. The Candidates are also examined in Arithmetic, in Algebra throughout Equations in the first degree, and in an Introduction to Geometry. They are further required to know the elements of Ancient History and Ancient Geography.

The examination extends through two days, and is in part *vivâ voce*, and in part conducted by writing. Printed extracts in Latin and Greek are given, of which the candidate is required to write a translation into English, and an easy passage of English prose must be translated into Latin and Greek. But in these written exercises, the use of a grammar and dictionary is allowed.

* The Classical and Mathematical studies of the Freshman year at Harvard include two books of Livy, the Odes and Epodes of Horace, one book of the *Tusculan Disputations*, the *Panegyricus* of Isocrates, Selections from the Greek Historians equivalent to two books of Herodotus, exercises in writing Latin and Greek, recitations in ancient history and classical antiquities, one complete treatise on Geometry, and another on Plane and Spherical Trigonometry.

particular. But, of course, the University "standard" is determined by the qualifications, not of the Captain, but of the lowest recruit in the ranks;—by the smallest attainments that will enable the student "to pass," or to obtain a degree. And this standard, we repeat, may be obtained with less classical and mathematical knowledge than is necessary for completing the Freshman year at Harvard.

But we should have a very imperfect and unjust idea of the English University system, if we were to stop here. Besides the *passmen* at Oxford and *oi πολλοι* at Cambridge, or the ignoble crowd whose only object is to obtain a degree with as little labor and in as short time as possible, there are the candidates for the College and University distinctions and emoluments, and a few others, who, though indifferent about such prizes, still "live laborious days" at these ancient seats of learning, and endeavor to make the best use of the advantages there afforded for pursuing their favorite studies, or qualifying themselves for the particular profession which they have chosen. There is a fair proportion of such students at both Universities; probably a larger proportion than at any other College in the world. And the reason why there are so many of them is obvious; fairer prizes and larger inducements are held out to attract them and stimulate their efforts. The greater part of the vast endowments of Oxford and Cambridge are applied to "Exhibitions," Scholarships, and Fellowships, which are generally tenable only for a fixed period of years, so that many vacancies occur every year, and are filled by free competition.

"A Trinity Scholarship is worth £60 a-year, if the holder remains constantly in residence—£40 to most men according to the extent to which they usually avail themselves of it. Some of the Small-College Scholarships are worth £100 *per annum*. A Fellowship gives an income of from £200 to £400. A friend of mine was, during his third year, between School "Exhibitions," College Scholarships and Prizes, and the University Scholarship, in the receipt of more than *Seventeen Hundred* dollars; and as his expenses did not exceed half that sum, he was a gainer to the amount of the other half by receiving his education. Indeed, it is a common saying, and hardly an exaggerated one, that a poor student by taking a high degree supports not only himself, but his mother and sisters for life." Vol. i. p. 202.

We find, on a rough calculation from the University Calendar, that there are about 350 Fellowships at Cambridge, and nearly 700 Scholarships and Exhibitions. Oxford has about 400 Fellowships, 350 Scholarships, and 130 Portionists, Bible Clerks, Demies, Choristers, &c., who are only Fellows or Scholars under another name. We have not included in this enumeration the Heads of Houses, or Principals of the several collegiate establishments, who are chosen from the older Fellows in orders, and whose situations are the most lucrative in the University, being generally comfortable sinecures, their incumbents being also permitted to marry, a privilege that is denied to the others. Oxford, moreover, has no less than 430 benefices, or livings in the Church, at its disposal, which, as they fall in, are given by seniority to the Fellows who have taken orders. Cambridge, also, has a large number of these situations in the Church to bestow, as retiring pensions, upon those of its Fellows who have become weary of learned leisure at the University, or are desirous of committing matrimony. These lucrative situations, — Scholarships, Fellowships, benefices, and all, — as a general rule, do not belong to the University at large, but are the particular endowments of the respective Colleges and Halls, among which they are very unequally distributed. For obvious reasons, those Colleges have the largest number of undergraduates which have most of these rich prizes to distribute. The ordinary practice is, that each College elects to vacancies from the students of its own establishment, often limiting the choice in great part to those who are studying for holy orders. Among the Cambridge Colleges, Trinity has the greatest number of lucrative Scholarships and Fellowships, which are open to competition by all comers. Consequently, it has most students, and the rivalry among them is very keen. Mr. Bristed tells us it is not unusual for one of its members who has obtained a high rank, but not the highest, as a classical or mathematical scholar, just before the final struggle arrives, to shift his residence to one of the smaller Colleges, where he will be sure of a Fellowship, though not perhaps so valuable a one, without effort. Competition for these lucrative posts is not always open. At Oxford, especially, and in many instances at Cam-

bridge, they are often *close*; that is, they are reserved for natives of particular counties or towns, or for those who have been educated at certain schools; or they are so tied up, that birth or interest, more than any positive amount of scholarship, usually procure the candidate's election. Perhaps the larger proportion of such ungenerous restrictions is one reason why Oxford is inferior in reputation as a seminary of learning to its sister University. It is certain that its four colleges, Baliol, Oriel, Lincoln, and Wadham, where the Scholarships and Fellowships have been, either wholly or in part, thrown open to general competition, now usually furnish the most promising students of the University. Oriel was the home, at one time, of Copleston, Whateley, Coleridge, (afterwards Judge of the King's Bench,) Keble, Hampden, and Dr. Arnold; and it was then called, in allusion to the tastes of its most distinguished Fellows, the best school of speculative philosophy in England. On the other hand, All Souls, one of the most magnificent collegiate establishments in the world, with the most ample resources, with a building like a palace, and a library of forty thousand volumes, has no undergraduate members, and cannot be considered an establishment for education; but it has forty Fellows, who are only required by statute to be *bene nati, bene vestiti, et in arte cantandi mediocriter docti*. Of course, its Fellows are chosen from the graduates of the other Colleges. New College at Oxford is a mere continuation, or upper branch, of Winchester School, as King's College at Cambridge is of Eton; both being endowed for the benefit only of the students who come up to them from these institutions. In these cases, the seat of competition is not in the University, but in the Public School which sends up the future Scholars and Fellows; the best scholars at Winchester and Eton, who are elected to the vacancies in these Colleges as fast as they occur, are, in fact, provided for throughout their undergraduate course, and, in many cases, for life. So, also, when Fellowships are appropriated to the residents of certain counties or towns, there is usually more or less competition for them, the prize being too valuable to be left to a single candidate. But there is not much distinction in winning the race, except when the course is open to all comers; and this is generally the case at Cambridge.

Now, the whole business of the two Universities, beyond that of granting ordinary degrees in the manner and upon the terms already explained, may be said to consist in the proper distribution of these munificent rewards of learning. They make scholars because they are able to offer rich prizes for scholarship. The machinery of education with them is very simple; it consists in great part of the rigid annual examinations of the candidates "for Honors," as they are called; though most of them are, in fact, candidates only for the Scholarships, Fellowships, and fat livings in the Church, which are the sure rewards for obtaining "Honors." The University does not undertake to impart the instruction, but only to ascertain who, among many aspirants, are the most capable and most learned,—whether they have become so through the advantages previously enjoyed by them, or by their own efforts, or by private tuition since they became residents in a College. The candidates are prepared for the strife by a system of training which has sprung up outside of the proper work of the place, and which has been so largely and successfully developed, that it has completely dwarfed the latter and thrown it into the shade. It may be called the system of "cramming" by Private Tutors, who are not recognized by the University, but are merely suffered to continue their work under the necessary restriction of not interfering with the formal business of the place. The proper authorities of the institution assume no responsibility for these tutors, do not appoint them, and do not even designate the classes of its own members from whom they must be selected. Each student chooses, as his own private tutor, any Master of Arts, or any Bachelor, whom he deems capable of serving him in that capacity. If he is one of the few competitors for the highest honors and most lucrative appointments which are to be distributed in his year, he selects as his tutor one who has obtained like honors and appointments a year or two before. If he is less ambitious, a scholar of less note will serve his turn; if he wishes to graduate only "in the Poll," or among the crowd who seek ordinary degrees, one who has recently graduated in the same ignoble manner will best answer his purpose. He selects as the best guide one who has

just been over the very path which he proposes to follow. In the University slang, a private tutor is called "a coach," and his pupils, of whom he has usually five or six, are styled his "team." "The chief requisite of a Poll coach," Mr. Bristed informs us, "is patience, as his pupils are likely to be very stupid or very lazy, and in either case very ignorant; a man of any ability and knowledge going out in the Poll is able to be his own tutor for the occasion." This last statement, by the by, considering that a large majority of the students "go out in the Poll," is not very consistent with the following remark made in another place, and coupled with one of our author's frequent sneers against American professors.

The private tutor "is by no means an 'aristocratic appendage,' as a wise professor on this side of the water once imagined; but an ordinary and almost necessary feature in the college life of every student, rich or poor."

The usual expense of employing a private tutor, whom the pupil attends for one hour each day, is fifty pounds (nearly \$250) a year; Fellow Commoners pay more, and Sizar less. Consequently, a Fellow, or a Bachelor student who is reading for a Fellowship, is enabled to add twelve or fifteen hundred dollars to his income from this resource alone; and the opportunity of taking private students is to be added to the other pecuniary rewards which the University holds out to its successful pupils. The system is one which, in great measure, supports and perpetuates itself, without entailing much care or labor upon those who are placed in authority, and have the nominal charge of the whole concern. The Professors, as has been shown, do little or nothing; the Heads of Houses and Senior Fellows have either grown fat and indolent in the enjoyment of their beautiful rooms, fine gardens, and comfortable incomes, or their attention is wholly absorbed by their particular pursuits in literature or science, their part in the great work of obtaining and giving education having long since been played out. The maxim, *juniores ad labores*, is fully carried out at an English University. The College tutors and lecturers, the private tutors, and even the moderators and examiners, who conduct the great annual examinations, or prize-

fights, are generally chosen from the latest graduates, and a new generation of them come upon the stage at least as often as once in three or four years. There is an obvious reason for thus throwing the burden upon the younger men. Every year, the rivalry "for Honors" is so keen, and the efforts made by the competitors to extend and perfect their acquisitions, so as to ensure success, are so immense, that the standard of former years is quickly attained and passed. One who hopes to become a Senior Wrangler must know all that the Senior Wrangler of the preceding year can teach him, and not consider his chance a good one till he has added something even to these large acquisitions. In about three years, both these persons may have become moderators or examiners for the struggle then ensuing; and the range of questions and exercises then set by them will be sure to include all that they knew at the time of graduating, and whatever they may have since learned. Mr. Bristed tells us that a particular passage from a Greek or Latin author is often set to be translated for the sake of a single "catch," dependent upon a nice point of ambiguous or difficult construction. Under such a state of things, it is obvious that a generation of scholars is likely to become very soon superannuated. It is equally obvious that such discipline tends to render scholarship excessively minute; the examination papers nowadays show a great deal of what may be called infinitesimal learning.

The great vice of the system is, that it looks, not to any comprehensive and generous culture of all the thinking faculties, but only to the means, fair or unfair, of distancing all competitors at the great annual examinations, and thereby attaining the splendid rewards which the University is able to bestow. What the private tutors impart is not general instruction, nor any thing like it; it is a specific and laborious training for one narrow object, very much like that which an experienced jockey administers to the high-mettled colt that is expected to win the Derby for the year. Mr. Bristed's book throws unexpected light upon this point; and his evidence is the more valuable, as it comes from a decided partisan of the system, whose only purpose in writing is, to show the vast inferiority of the American plan of collegiate education,

and to recommend the English model for our adoption. He writes without seeing or even suspecting the conclusion that must be drawn from his own testimony. In defending the system of private tuition, he shows very conclusively that it forms an essential part of the English University system; that a scholar of the largest general attainments, and the most accurate knowledge of the classics and mathematics, would certainly be "flooded" on the Cambridge examination papers, if he had not had a private tutor at his elbow, for some months at least before the trial, to point out the exact line of study that he ought to pursue in order not to "waste" time and effort upon subjects that would not come into play at the great ordeal; to teach him to write against time, as "pace," or speed, is a great element of success on these occasions; and to cram him with as many "dodges" in translation and extempore Greek and Latin versification as possible, besides supplying him with the means of opening many particular "catches" which would probably be set as traps for the uninitiated. We do not mean that there is any intentional unfairness in the mode of conducting the examinations; quite the contrary. The reputation of all the parties concerned depends on the scrupulous honesty, the even-handed justice, that is shown in every part of the proceedings; every possible precaution is taken to exclude favoritism and deception. A candidate understands very well, that his chance of success is not a whit improved even if his own private tutor happens, as is not unfrequently the case, to be one of the examiners. But putting aside all intentional unfairness, the habit of the University is so firmly fixed, the particular line of scholarship in which the candidates are expected to excel, and the general character of the tests by which he will be tried, are so peculiar, that there is no hope of success except by obtaining the guidance of a person who thoroughly knows the ground, and has very recently been over it. One who has an admirable knowledge of the geography of the whole earth may yet irrecoverably lose his way in a not very extensive forest. In such cases, a local guide is indispensable.

We will hear Mr. Bristed himself, as to the kind of *assistance*, for it hardly deserves to be called *instruction*, which is expected from these private teachers.

“To make up for former deficiencies, and to direct study so that it may not be wasted, are two *desiderata* which probably led to the introduction of private tutors, once a partial, now a general appliance. Now, it is true, that the extent of ground to be gone over in Classics is too great for any one who enters *very* deficient in them to be worked up by any means so as to take a good degree; yet even here a great deal may be done, and a very inaccurate and superficial knowledge be filled in and polished up to a surprising extent; while in Mathematics, the student who comes up knowing only his First-year subjects, but with a very good capacity for science, has time enough, under proper direction, to get a place among the first twenty Wranglers, or even the first ten. And it is through his tutor's aid that many a Classical man, who could never have passed of himself, saves his distance in Mathematics, or is even pushed into the Senior Optimés, so as to be qualified for a Medal; and that many a Freshman takes a First Class in the May Examination, and is thereby encouraged to go on reading for Honors, instead of being disgusted and killed off at the outset. Moreover, even for the subjects in which a student enters well prepared, the coach is most useful to keep him at his work and prevent him from losing ground. The daily or ter-weekly attendance has a beneficial effect in making the pupil work regularly, nor is the tutor in most cases at all slow to blow up any of his team who give signs of laziness. Indeed, this was an acknowledged requisite of a good coach. ‘I am afraid of going to T—,’ you may hear it said, ‘he don't slang his men enough.’ In working up a clever man whose previous training has been neglected, in cramming a man of good memory but no great brilliancy, in putting the last polish to a crack man and quickening his pace, so as to give him a place or two among the highest in either Tripos,—in such feats, *a skilful tutor will exhibit consummate jockeyship*; he seems to throw a part of himself into his pupil and work through him.

“The student reading with a Classical tutor, translates to him from some (prepared) author, brings him Composition prepared at home, and writes out in the tutor's rooms, examination fashion, both translations and compositions, which, after being corrected, are compared with the tutor's models. As much of the pupil's reading must be done by himself, the great object of the tutor is the Composition, but he also serves as a general commentator and last resort in difficulties; it is also his business to make selections of hard passages from authors whom the student may not have time or inclination to read the whole of, and to point out proper books for ‘cram’ and philological information.

“In Mathematics, examinations—that is, working examples and problems—are the principal exercise, most ‘book-work’ diffi-

culties being sufficiently explained in the books, though some tutors consider their own manuscripts better than any of the books, and make their pupils copy them. The men are continually writing out book-work, either at home or in their tutor's rooms; they practise it to get pace as well as accuracy.

"An ordinary tutor takes five or six pupils a-day, giving an hour to each. One of great celebrity will have twice as many, if a Classic, or four times as many, if a Mathematician. A mathematical tutor can drive a much larger team than a classical; the latter cannot well have more than three men construing to him at a time, nor can he look over and correct the Compositions of more than ten in a day with the care and accuracy desirable; the former can be making explanations and setting examples to a squad of eight or ten together. The one to whom I now resorted used to give his thirty pupils regular '*fighths*' as he called them; he would set ten or twelve of them to write out a paper on some subject, and give them marks for it just as in an examination; and the results of these *fighths* papered the room during a whole term or vacation, till there was no place left on the walls for any more.

"The men who have taken the very highest degrees do not always make the best tutors. The most celebrated coach for high Mathematical men was a seventh Wrangler; our friend of the *fighths* an eighth Wrangler." Vol. i. pp. 203-205.

There could not be a happier phrase than the one we here italicized; what is expected of a private tutor is nothing but good "*jockeyship*."

One mischievous effect of the system is, that it attributes a ludicrously exaggerated importance to some of the nicer refinements of learning, and has comparatively little appreciation of the depth of thought and world of matter which are contained in the Latin and Greek historians and philosophers. To an Englishman, a false quantity is like a breach of the Ten Commandments, and an ability to write polished Latin Alcaics by the hour, and without book, is a higher test of scholarship than a familiar acquaintance with all that Plato and Aristotle wrote or Homer sang. The examination papers for the Classical Tripos and the Trinity Scholarships, which Mr. Bristed has appended to his second volume, contain matter enough to illustrate this objection to the system, the full weight of which cannot be perceived without a thorough scrutiny of them. They are certainly formidable in

appearance; some of them—to adopt a phrase which shows the manners and the taste of the writer—“would probably astonish a whole roomfull of Yankee Professors.” But the first impression which they make is altogether deceitful. Under skilful jockeyship, by subjecting oneself to what Mr. Bristed calls “a violent state of cram” for a year or so, it is comparatively easy “to get up,” parrot-like, so large a store of niceties and out-of-the-way scraps of learning as to enable one, with ordinary good luck in the “catches” which happen to be set, to solve three fourths of them; and little more than that is expected even from a “First Class man.” The only doubt would be, to any one who has just ideas of the proper aim of education, whether the play was worth the candle;—unless, indeed, a Fellowship of two or three hundred pounds a year for doing nothing, to be followed by a rich benefice in the Church, were to be the sure reward of success.

Again, the examination papers afford no index of the attainments even of the most distinguished men in the University, because not one of the competitors accomplishes all that is set forth in them, and only three or four perform much more than half of the work. Nominally, the grand trial at the close of the undergraduate course extends over the whole ground of the Latin and Greek classics, and requires a proficiency in composing, without book, Latin and Greek Prose, Greek Iambics, and Latin Alcaics, Hexameters, and Elegiacs. One of the papers gives twenty-seven lines of English blank verse to be translated into Greek Iambics in two hours and a half,—pen, ink, and paper being the only means allowed, as usual, for accomplishing the task. The passage is usually expanded into about thirty-five Greek lines; “and very few of the candidates finish them in the allotted two hours and a half. Sometimes a First Class man does not write more than fourteen.” Another paper assigns thirty-three lines of English verse to be turned into Latin Hexameters, and eleven other lines into Latin Lyrics, in the same time. There were also two passages, equalling in length about a page and a half of this Review, to be turned respectively into Greek and Latin prose, two hours and a half being allotted to each. “Greek prose is the

hardest of all *composition*, and marked highest in the Tripos; there are seldom more than five or six men in a year who write it well." Mr. Bristed was one of the twenty-six competitors for classical honors this year, and came off "second in the Second Class." But as there were only six in the First Class, his position was a very respectable one, being that of the eighth classical scholar among those who entered into competition this year. Yet he intimates that he made a decided failure in Latin verse and Greek prose, one half of which went up "nearly illegible and without accents," and that his translations into English "disclosed some glaring mistakes; but every one makes mistakes, except now and then a Shrewsbury man."

The Classical Tripos is a voluntary trial at Cambridge, in which only those who choose to compete are examined, and with this restriction also, that none can enter who have not been placed at least as high as the third class, or among the Junior Optimés, at the preceding mathematical examination for Honors, which is the grand struggle of the year. This last examination occupies six days, twelve papers being given out, three of which contain, in all, about sixty problems to be solved; and in the other nine, questions are put which may be answered by "book-work," as it is called, or from recollection of what is contained in mathematical treatises. The "low questions," or those which are comparatively easy to be answered, are mostly contained in two papers only, which are given out on the first day; correct answers to these, and to four or five other low questions that are thrown into the work for the five succeeding days, will place the candidate among the Junior Optimés. "Probably fifty questions and eight average problems, so done as to get full marks, will bring a Questionist comfortably among the Wranglers;" that is, correct answers to about one third of the questions, and the solution of a seventh part of the problems, which are set, will give rank in the first class, or among the first third of the one hundred and thirty candidates for mathematical honors. But the whole number of graduates at Cambridge each year being about four hundred, it appears that only one in every ten among them attains even this degree of proficiency in mathematical studies.

"The unexpected award of the Senior Wranglership was the great surprise of the year, and subject of conversation for some time. It was said that the successful candidate had practised writing out against time for six months together, merely to gain pace, and had exercised himself in problems till they became a species of book-work to him, and thus he attained the prodigious rapidity in solving them which enabled him to do nineteen on one paper of three hours, thirteen on another, and nearly as many on the third, — more than two thirds of the whole number set. The Peterhouse man, [Second Wrangler,] who, relying on his combined learning and talent, had never practised particularly with a view to speed, and perhaps had too much respect for his work to be in any very great hurry about it, solved eight or nine problems leisurely on each paper, some of them probably better ones than the other man's, but not enough so to make up the difference in quantity. Both men floored all the early book-work, the Johnian presumably getting full marks, and T—— perhaps some extra marks for style. In the high work of the last two days, the Peterhouse man beat his opponent; but he could not have been very far ahead, as the Johnian did all but three questions out of the four papers, and came out on the result of the whole examination three hundred marks in advance.

"The disappointed candidate, however, was not without a chance of partially retrieving himself the very next week, in the examination for the Smith's Prizes, which is considered by the knowing ones a better test of excellence than the Tripos, as it embraces a higher class of subjects, and the element of speed does not enter into it to such an extent. T——'s friends, as well as himself, awaited the result with a mixture of hope and fear. In the end, he had it all his own way, and beat the Senior Wrangler in the proportion of three to two. But this was a subsequent consolation; for the present, the triumph rested with the Johnians." Vol. i. pp. 325 – 327.

Mr. Bristed obtained rank among the Junior Optimés, or in the third class, though very near the foot of it; and says, "that of 143 candidates, 31 did less than myself; that is, less than the equivalent of twenty-four questions."

The range of studies at the two English Universities appears very limited. The principal examination at Cambridge is confined to Mathematics, and a Senior Wrangler *need not* know more Latin and Greek than is required for admission to an American college. At Oxford, on the other hand, the chief examination is in the Classics, and a First Class man is not obliged to carry

his mathematical studies beyond Simple Equations and the first two books of Euclid. The Oxford examination "for Honors" in mathematics "takes place subsequently, being a voluntary after the Classical examination; just as, at Cambridge, the Classical is a voluntary after the mathematical." In the former case, the candidates in mathematics are not numerous, being about twenty in a year; and the First Class "does not average more than three." At Cambridge, in Mr. Bristed's year, as we have seen, the volunteers for the Classical examination numbered twenty-six, and the First Class consisted of six. It is evident, then, that, at Oxford, nineteen twentieths of the students learn nothing but Latin and Greek; and at Cambridge, very nearly the same proportion learn Mathematics and little else. By the changes which have been made within the last three years, something has been done towards remedying this great defect. In the one case, three "Schools" have been established, of Mathematics, of Natural Science, and of Modern History and Law, and the graduating student is examined in the elements of at least one of them, in addition to his Classical studies, before receiving a degree. At Cambridge, it has been provided that the student shall attend, for at least one term during his undergraduate course, the lectures of one Professor, taking his choice out of thirteen who are enumerated. Two new "Triposes," of the Moral Sciences and the Natural Sciences, have also been established, and placed on the same footing as the Classical Tripos; that is, any member of the graduating class may volunteer to be examined in either of these three Triposes, *after* passing with a certain degree of credit through the mathematical ordeal, to which all, in a greater or less degree, are subjected. Mr. Bristed justly remarks, however, that "the want of pecuniary stimulus, either direct or indirect, to the successful candidates, will probably prevent either of the two new Triposes from soon becoming popular." This want, however, will be remedied in time; and Dr. Whewell has already led the way by founding two annual prizes, of fifteen guineas each, for the two who pass the best examination in Moral Philosophy.

Most of those who graduate with very high honors at either University usually continue in residence, and pursue

their studies, with a view of competing for a Fellowship, which may be obtained with greater or less difficulty, according to the number of vacancies and of competitors presenting themselves from the respective Colleges in which these vacancies exist. In most of the small Colleges, a high Wrangler or a First Class man is almost sure of obtaining one with little trouble. At Trinity, and some of the other large establishments, the competition is still very spirited, as any one who has obtained a Scholarship during his undergraduate course may offer himself for examination once a year during the three years which intervene between taking a Bachelor's and a Master's degree; and not more than one Scholar out of three can be appointed. The candidates who are reading for a Fellowship usually act as private tutors, and in this way defray most of their expenses. We subjoin Mr. Bristed's account of a Fellowship examination at Trinity, where, however, it is far more severe, and success in it is consequently more honorable, than at the smaller Colleges, or at Oxford, where the larger part of the Fellowships are *close*.

"The Examination consists of Classics, Mathematics, and a number of subjects conveniently comprehended under the title of Metaphysics.

"The Classical Examination nearly resembles that of the Classical Tripos. The Composition is about the same in amount, but the Translation papers are only three in number, two Greek and one Latin; and there is a long paper of general questions in Ancient History, Antiquities, Philology, Civil Law, &c. — a "cram" paper in short. One extract from the Greek verse paper is to be translated into English verse. Under these circumstances, a man who has taken a high Classical degree rather seeks to review and polish up, than enlarge, his reading; but a Mathematician, especially if he has come to the University tolerably well prepared in Classics, and temporarily neglected them to read Mathematics for his Degree, will often extend his knowledge of Greek and Latin considerably. A Mathematician *very* deficient in Classics stands little chance, unless he be first-rate indeed in his branch, and also very good on the Metaphysical paper. I imagine Classics weigh at least as much as the other two together.

"There are only two Mathematical papers, and these consist almost entirely of high questions; what a Junior Op. or low

Senior Op. can do in them amounts to nothing, and the Classical men usually cut them entirely.

"The third branch of the examination comprises several subjects more or less connected among themselves.

"1st. The History of Metaphysics. I say the *History* of Metaphysics, because an explanation of the theories of different schools rather than a support of any particular one is expected.

"2d. Moral Philosophy, considered not only in an historical, but also in a practical and, so to speak, polemical point of view.

"3d. Political Economy, considered, like Metaphysics, rather in an historical than a partisan light.

"4th. International Law.

"5th. General Philology.

"It is possible that questions are sometimes set on this paper not strictly reducible to any of the above heads. It intentionally covers a great deal of ground, one of its objects being to bring out clever men and men of general and, at the same time, deep reading beyond the immediate sphere of Classical and Mathematical studies. Except in Moral Philosophy, there is no preferred class of opinions. In Ethics, the dominant school was *anti-Paley*—that of the *independent moralists*, as they were called at Cambridge, among whom Butler occupies a high rank, and Whewell, as one of his interpreters, no contemptible one. No particular opinions being prescribed in the other subjects, there are of course no particular text-books—no substantially similar courses of reading for all candidates. The only works which can come under this category are, Dr. Whewell's *History and Philosophy of the Inductive Sciences*, and *Moral Philosophy, including Polity*. His double position as Professor of Casuistry in the University, and Master of the College, has procured him this distinction, and you may always be sure of finding several questions set from his books.

"In general, the *Greek* and *English* authors are those most attended to. Plato and Aristotle, in their ethical, metaphysical, and political speculations, come in for a large share of attention; and with them, consequently, their historians and commentators, particularly Ritter. Cudworth is a favorite author. Mill's *Logic* became a standard work immediately on its publication. The older Scotch Metaphysicians are not in high repute. Cousin is read to some extent; Comte, I fancy, not much. The German Transcendentalists are not very deeply dipped into; most men were afraid of them. The Trinity receipt for getting up Kant was, 'read the first forty pages of the "*Kritik*," and the *Index*.' There are generally two or three men who acquit themselves very stylishly on this paper, and cover a great extent of ground

in the three or four hours allotted to it. An acquaintance of mine, who stood first in Metaphysics, and gained his Fellowship by it, confined himself chiefly to one question, an ethical one — in discussing which, he took up and answered, piece by piece, a recent article in the *Edinburgh* which had attracted his attention. Probably the paper which he sent in would have made a respectable pendant both for quantity and quality to that which had suggested it. Another man, who was second in the same examination, wrote up not only all the paper, but all the *ink*, within his reach.

“The average age of taking the B.A. may be set down at twenty-two years and three months, so that a Trinity man usually borders upon twenty-five when he attains the dignity of Fellow. The Fellowships are tenable for seven years from the time of taking the M.A. to such of the Fellows as do not go into Orders; those who do, may hold them till death or matrimony. For a Barrister, this seven years’ Fellowship is just the thing, as it gives him a support (£200 a year) long enough to start him in his profession, and carry him past thirty, by which time he has usually begun to do something if he ever means to; nor are the two or three years spent in procuring it by any means wasted, the training being in many respects calculated to fit him for his vocation.” Vol. i. pp. 388 – 391.

This brief account of the English University system does not enable us to perceive the vast inferiority of the American Colleges, upon which Mr. Brister lays so much stress. That there are a few features in it which might be profitably copied here, we shall endeavor to show; but as a whole, we cannot consider it worthy of imitation or of much respect. With much smaller means, with endowments that are not comparable to those of the English Universities, the Colleges in this country actually accomplish more. They actually give instruction and enforce study, which, for any practical purpose, or to any appreciable extent, the English Universities do not. The academical year with us comprises about forty weeks, or is twice as long as in England; and during the whole of this period, the students are required to attend lectures and “recitations,” on an average, for at least three hours a day; and the time which must be given to make even a tolerable preparation for these exercises, and which actually is given by the major part of the students, amounts to at least three hours more. The ambitious students, who

compete with each other for such "honors" as the College has to bestow, — no immediate pecuniary rewards, however, stimulating their exertions, — number probably one in ten among the undergraduates, and devote about twice as much time, or six hours a day, either to preparation for these exercises, or to collateral studies. The range of studies is certainly too great, as we believe that in the English Universities to be too limited; something more than Latin and Greek, with the elements of pure Mathematics, and something less than an entire *curriculum* of the Physical and Moral Sciences, added to two of the ancient and two of the modern languages, would furnish a proper amount of intellectual exercise for the three or four years of undergraduate life. The great number and variety of studies in an American college is doubly unfortunate, on account of the youthfulness of the students. Very few enter at Oxford or Cambridge under the age of eighteen; in this country, perhaps one half of the whole number are admitted when they are under sixteen. The undergraduate course, it is true, is a year longer than in England, so that the difference of age at the time of graduating does not exceed two years. But even this is too much; and certainly, the system which condemns one who has not yet assumed the American *toga virilis*, or long-tailed coat, to the study, at one time, of the Differential Calculus, the Greek Drama, Mechanical Philosophy, Metaphysical Science, Political Economy, and Constitutional Law, is both injurious and absurd. The evil, so far as it depends on the youthfulness of the students, is probably irremediable; the circumstances of the country, the nature of our institutions, and the habits of the people imperatively require the great majority of students to be prepared for their professional pursuits, or other active duties of life, as soon as they have attained the age of legal freedom. It would be wise, then, to adapt our collegiate system to this necessity; only such studies, and so many of them, should form a part of it, as can be properly mastered between the ages of sixteen and twenty years.

The different appropriation of the College funds is the source of most of the peculiarities of the two collegiate systems. In England, as we have seen, the immense

endowments of the Universities are given almost exclusively to the support of Scholarships, Fellowships, and other rewards of learning. The meagre funds of the Colleges in this country are devoted entirely to keeping up the means of instruction,—to the salaries of the teachers, the enlargement of the buildings, and the purchase of apparatus and books. It is difficult, indeed, to obtain donations or bequests for any other purpose,—except, indeed, the support of beneficiary students, for which end, funds are most frequently contributed to independent societies, which retain the exclusive management of them, and send the students whom they patronize to such institutions as they may select. Harvard College alone has as many Professors as either Oxford or Cambridge; though the whole number of its members who are *in statu pupillari*, including the students in its professional schools, is but little over 600, or about one fourth of the number at either of the English Universities. It has ample means of instruction, therefore; not one of these Professorships is a sinecure. The incumbents of most of them are constantly and laboriously engaged in the active business of tuition; and there are ten assistant instructors and tutors, who are equally diligent and effective in their calling.

If it were considered desirable to change the whole constitution of the College, and to form it strictly upon the English model, there would be no obstacle in the way, except from the appropriation of the funds by the will of the donors. Change the Professorships to sinecures, take away all the salaries that are now paid for tuition, or leave only enough to support a couple of tutors, and convert the whole remaining income of the College to founding as many Scholarships, Fellowships, and other rewards of learning, as it would suffice to establish. Give up all attempts to impart instruction; or, for the sake of preserving the mere form, require the two tutors to lecture, each for one hour in the day, on a Greek classic and a mathematical subject, to any who may be disposed to hear them. Institute elaborate semi-annual examinations, one in the Greek and Latin languages, including all the refinements of philology and the illustrations of classical literature, and the other in pure Mathematics and their application to the mixed sciences; allowing all to

enter and compete who have had their names upon the College books, and have paid all college dues, for at least three years. These examinations should be conducted in writing, and a tenth part of the questions proposed should relate only to the elements of classical and mathematical learning, so that any student, after qualifying himself to enter College, could be prepared, by a few months of cramming under a private tutor, to answer them. All who could pass this portion of the ordeal should receive a bachelor's degree; while the honors and emoluments belonging to the endowed Fellowships and Scholarships should be awarded, in the order of merit, to those who most distinguished themselves throughout the fiery trial. Many of these would continue in residence, in order to pursue their professional studies, or to act as private tutors, in which capacity they would virtually give all the instruction that would be needed to keep the whole affair in operation.

Such would be the English system ingrafted on an American College; and however repugnant it may appear to our notions and habits, it would be a great mistake to consider it as altogether one-sided, inefficient, or corrupt. In some respects, it would be an improvement, though not, we think, a very marked one, on the American plan. The few who really profit by it attain a thoroughness and accuracy of scholarship, and an exact discipline of the mental faculties, with a power of application, and a ready command of their acquisitions, which only long-continued training in classical and mathematical studies, under a strong stimulus to exertion, can impart. The misfortune is, that there are so few who actually receive these advantages,—that vastly the greater number obtain no benefit whatever from their University education beyond what is unconsciously imbibed, as it were, from the atmosphere of the place. Under the American system, the results are more uniform; more instruction is given, and more study is enforced upon the whole body of the students. Some preparation, however slight, must be made for each of the exercises; and from three hours of attendance every day, for forty weeks of the year, upon the lectures and recitations in the sciences and languages, to say nothing of the written exercises that are

required, the most indolent and careless student must derive some substantial benefit. At the same time, the regular exercises do not occupy so large a portion of the day, but that the more industrious and capable have abundant opportunity for their private studies or cultivating their peculiar tastes. It is true, that no great incitement to exertion is afforded by the meagre honors which the College is able to bestow; and this, we consider, is one of the two great defects of the system, the other being the great diversity and multiplication of the studies. The English University system, in both respects, errs in just the opposite direction. So great reliance is placed upon the strong stimulus which is held out for private study, that the University hardly attempts to teach any thing; and the field for exertion is too limited, the Classics and Mathematics alone being too narrow a basis for what may fairly be called a *liberal* education. These defects seem to be acknowledged in England, so far as we can judge from the attempts which have recently been made to amend them. All the changes that have been effected within the last three years, both at Oxford and Cambridge, look to an enlargement of the sphere of study, and to an increase, or rather to a commencement, of official instruction by the authorities of the place. One new regulation, as Mr. Bristed remarks, has been made "by way of giving the Professors something *more* to do;" and the physical and moral sciences have been fairly introduced into the University course, though as yet they occupy but a small corner of it. But Cambridge now teaches something more than Mathematics and Paley, and Oxford something more than Euclid and Logic.

We cannot say that any attempt is making to remedy the defects of the American system; on the contrary, the changes recently made here look precisely the other way. They tend to aggravate the evil, and to reduce our Colleges to the level of High Schools. A demand is constantly preferred to adapt even the higher institutions of education to the practical character of the age, and to the wants, or rather to the opinions, of the people; and too many of our Colleges are inclined to listen to this demand. In several instances, so many branches of what is considered to be "useful learning" have been crowded

into the course, that a voluntary system has necessarily been established to make room for them, and each student is allowed to select the studies which are best adapted to his tastes, his caprices, or his future occupation in life. Thus the proper idea of a liberal education is lost sight of; a College is no longer a home of liberal studies and a place for intellectual discipline, where the mind may receive that general culture which is the only effectual preparation for specific studies and professional pursuits. If this system should be universally adopted, the study of the ancient languages must finally be abandoned, and even that of Mathematics must in a great measure be given up, or limited to the few who expect to become astronomers or engineers. "This favorite notion," says Dr. Arnold, "of filling boys with useful information is likely to be productive of great mischief. It is a caricature of the principles of inductive philosophy, which, while it taught the importance of a knowledge of facts, never imagined that this knowledge was of itself equivalent to wisdom. Now, it is not so much our object to give boys 'useful information,' as to facilitate their gaining it hereafter for themselves, and to enable them to turn it to account when gained."

Admitting this to be a correct view of the purpose of a liberal education, it is obvious that our older Colleges are already amply endowed with the means of instruction. They are already able to teach more than the pupils have time or inclination to learn. To endow a new Professorship in them is to confer a very doubtful benefit. It is only to increase a range of studies that is already too extended, and to distract the student's mind by a variety of occupations and inquiries, instead of concentrating it upon a single object,—the equal and healthful development of intellect by a series of exercises specially adapted to that end. It is the boast of those who have received an English University education,—and, for a few ambitious scholars, the boast is certainly a well-founded one,—that, however inferior they may appear in general knowledge at the time of graduating, owing to their exclusive devotion while in College to the Classics and Mathematics, their minds are developed so rapidly afterwards, that, in a few years, the loss is more than made

good. A broad and deep foundation has been laid, and the superstructure rises easily and without effort. Long accustomed to severe application and vigorous mental effort, well disciplined in the intellectual gymnastics which the experience of centuries has approved as the only firm basis of a liberal and thorough education, minor difficulties vanish before them, and lighter studies become a mere amusement. A modern language is acquired as the diversion of a few idle hours; and the several departments of natural and moral science only open a field for pleasant excursions, and gratify a liberal curiosity.

The great want of American Colleges at the present day is the endowment of a moderate number of Scholarships and Fellowships, for the encouragement of liberal studies. It may be frankly admitted, that the tendencies of the country and the age are not friendly to such studies, and they must gradually die out if they be not more carefully fostered. The ambition of undergraduates is now too much directed to the career that awaits them outside of the College walls. The cares and anxieties of manhood are projected forward into the period which ought to be solely occupied with the preparation for its duties. To limit this forecast, and contract the horizon of boyish ambition, the College itself must be able to offer something to contend for,—some prizes within the walls, to be won by what is, after all, a nobler contest than any of those which await us in the crowded thoroughfares of the world without,—prizes of intellectual distinction, the competition for which is free and generous, being neither deformed by party spirit, nor darkened by manœuvring and deceit. Additional incitements are needed, especially for the prosecution of those studies which are peculiarly academic in character, and which, though they are the basis of all thorough intellectual training, have but an indirect connection with the business of the active world and the student's future success in life. The establishment of prizes for excellence in them, to be won by open competition, and to be enjoyed through some years of continued residence, that might be given to professional studies or general literary pursuits, would elevate the whole tone of scholarship in the institution and the country at large. Very large en-

dowments would not be needed for these ends. The fund for establishing a single Professorship would found three Fellowships or half a dozen Scholarships. If devoted to the former purpose, it would answer no other object than that of adding one to a list of studies which are already too numerous and varied to be crowded into a four years' course of study. But if distributed among these lesser foundations, it would increase the efficiency and activity of every department of the institution. Those who obtained these distinctions would have the pecuniary aid which they might need for the prosecution of their studies, without being degraded by the necessity of accepting it from a beneficiary fund. Only the capable and industrious would thus be assisted; and we have great doubts whether it is a judicious exercise of charity to defray the expenses of all who are desirous of obtaining a liberal education, whether they manifest character and ability or not. One of the worst consequences of the original destination of most English Fellowships to the support of the Church is, that many are tempted, for the sake of retaining their college preferments, to take holy orders, when their opinions, tastes, and previous habits have wholly unfitted them for the sacred calling. Mr. Bristed's book contains some striking disclosures upon this point. But we have no right to dwell upon them, as there is too much reason to believe that a similar evil has arisen in this country, from the operations of societies for educating young men for the Christian ministry. Better a thousand times that our pulpits should remain unoccupied, than that they should be filled by purchasing the services of the incompetent, the vicious, or those who are secretly inclined to skepticism! If the funds which are liable to be thus abused were given to raising suitable endowments in our Colleges, which would insure support to all who merited it by proficiency in learning, none would be attracted either into the ministry or the other liberal professions except by their unbiased choice, and none would be excluded by the accidents of fortune, unless they were disqualified by Providence for the work.

We had intended to examine some of Mr. Bristed's exaggerated and calumnious statements respecting the inferior scholarship of the American Colleges. But as

they obviously relate to the single institution which he knows any thing about, and as he has unwittingly exposed the true character of his own pretensions to be a critic, by printing abundance of Greek, almost every line of which exhibits misplaced accents and other blunders, his strictures may be allowed to pass without particular notice. We shall not do the Senior Classic of Cambridge University in 1840 the injustice to believe, that he made as many errors in writing the copy of Greek Anapæsts here published as Mr. Bristed has committed in printing them; and we shall not consider the well-merited reputation of the instructors in Yale College as at all damaged by his vague charges and flippant criticisms. When he states that "the first lesson" which a student learns at an American College "is to despise his teachers," and that he hears it generally said there, that "the College *appointees* [he means 'those who have obtained College honors,] are for the most part poor, dull fellows, who never do any thing to distinguish themselves in after life, that an appointment is only worth taking as a mere extra if it can be got without taking much trouble for it, and that *writing* and *speaking* are the only proper objects of his ambition," he describes a state of opinion among the undergraduates wholly unlike any thing we have ever witnessed or even heard of; and our opportunities of observation have been considerably more extensive than those which Mr. Bristed has enjoyed. But when we learn further, from his own cool admission, that one year which he spent at New Haven was occupied chiefly in reading "a dozen newspapers a day," and talking politics with a young Mississippian, "the only tangible residuum from our debates being a pretty large bill for cakes, ice-cream, and sherry cobbler," we readily admit that he may have chosen his associates from a certain class of young men, to be found in every College, whether in Europe or America, who actually entertain, or affect to entertain, the very opinions which he here imputes to them. With such taste in selecting his circle of intimate friends, the only wonder is, that he did not give an equally flattering account of the state of opinion in an English University.